Intervention Models for Primary Grades

**Structure #1: Ivy Stockwell**

* First/second grade classroom teachers identify students who would benefit from Kathy Richardson[[1]](#footnote-1) activities. Students complete a series of 1-on-1 diagnostic assessments to determine where the holes/gaps are and based on the number of volunteers, students are chosen to work with a volunteer twice a week.
* Second/third grade teachers (4th/5th grade teachers too) use data to determine who would benefit from participating in Scholastic’s intervention program, *Do the Math [[2]](#footnote-2)* (30 minutes, 5 days a week for 6 weeks). Students attend this intervention program outside the 60 minute Investigation math block. Students complete the Do the Math pre-assessment prior to placement in the intervention.
* Xtra Math[[3]](#footnote-3) for all students in grades 2 and above.

**Structure #2: BF Kitchen**

* First/Second Grade Combo Classes have data cards for each student. Teacher has a Bloomboard math goal reflective of student needs. For example, data shows majority of students were below benchmark for number identification so teacher has a goal of raising percentage of students reaching proficiency at spring benchmark for number identification using Aimsweb math probes as the measurement instrument. Teacher progress monitors every 2 weeks for those not at benchmark. Interventionist pulls out two small groups of students twice a week for 15 minutes to work directly on oral counting and number identification. Pull out is after students have received direct instruction during the core math block. Another interventionist pushes in 30 minutes, 4 times a week, during the core math block to assist with independent and small group activities.
* Second grade teachers also have math goals embedded in Bloomboard for getting a certain percentage of students to benchmark proficiency by spring using MCAP as the measurement tool. Teacher progress monitors every 6 weeks. The resource teacher pushes into the classroom for 45 minutes of the 60 minute block, four times a week.

Instructional Coach meets with teachers after winter benchmarking in January and again in late February/early March.

**Structure #3 Cottonwood Plains**

* Kindergarten teachers use Investigations 5 times a week for core instruction. Additionally, they use Kathy Richardson activities in small, guided math groups based on student needs. This is outside the math block.
* First/Second Grade Teachers practice differentiated instruction with Investigations using the flexible grouping model. Math groups are formed based on a pre-test for every unit. Skills time is an additional 15 minutes outside the 60-minute math block using the flexible grouping model.

1. Kathy Richardson: The Developing Number Concepts series by Kathy Richardson is a complete K-2 curriculum for number operations that was designed to help young children develop important foundational mathematics concepts.   Each of the three books in the series includes cohesive and organized sets of activities and lessons focused on particular mathematical ideas. [↑](#footnote-ref-1)
2. Do the Math intervention program gives students who have fallen behind the chance to catch up and keep up. Focusing on Number and Operations, the program teaches students the basics of math-computation, number sense, and problem solving. The program focuses on rebuilding fluency with whole numbers and fluency with fractions. [↑](#footnote-ref-2)
3. XtraMath is a free web program where students can practice their math facts to develop fluency and automaticity (answer in less than 3 seconds). [↑](#footnote-ref-3)